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ABSTRACT

A study investigated the language use of six native Mandarin Chinese-speaking children, recent immigrants to the United States placed in an English-language kindergarten class. Taking the perspective of an immigrant child, the research focuses on the English-as-a-Second-Language (ESL) learner's language behaviors when engaging in four classroom activities: teacher-directed whole-class activity; free-choice activities at activity centers within the classroom; adult-assisted small-group activities; and the ESL class. Special attention was given the free-choice activities, in which interpersonal interaction was greatest. Data were gathered through classroom observation, in-depth interviews with teachers, review of school documents and teacher newsletters, and photography. It was observed that the children's language behaviors varied considerably across these four contexts, and the teacher's language behaviors varied also. It is concluded that the different contexts contribute in different ways to the children's language experience and that the overall experience is effective and well received by the children. Contains 15 references. (MSE)

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LANGUAGE CONTEXTS AND CLASSROOM ACTIVITIES: A SCHOOL DAY OF SIX CHINESE-SPEAKING CHILDREN IN A KINDERGARTEN

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LANGUAGE CONTEXTS AND CLASSROOM ACTIVITIES: A SCHOOL DAY OF SIX CHINESE-SPEAKING CHILDREN IN A KINDERGARTEN

Introduction

Due to the influx of non-white immigrants mostly coming from Latin America, the Caribbean region, and Asia in the past fifteen-to-twenty years, cultural and linguistic diversity has become a hard reality in American public schools (Wong Fillmore & Meyer, 1992). Waggoner (1994) has pointed out that more than 9.9 million school-aged children live in homes in which languages other than English are spoken. The challenge of this reality affects both teachers and students as well. Regular classroom teachers may be asked to teach children who do not yet speak English. On the other hand, language minority students' entrance into school can be a transition marked by significant discontinuities between the new, structured school environment and their prior experiences with their families and communities. Delgado-Gaitan (1991) has pointed out that "the price of uprooting from language minority students' home cultures to the new school cultures can be very high in terms of academic achievement and overall psychological adjustment" (p.21).

A body of sociolinguistic research on home-school mismatch has claimed that children from non-mainstream groups may enter school with a set of linguistic and cultural resources that in some respects differ from those of the school culture (Farr, 1991; Heath, 1983). For example, ways of language socialization (discourse style) and interaction patterns may be different between home and school.

Educational treatment of students who come from diverse linguistic and cultural backgrounds and who are learning English as a second language (ESL) has been a matter of concern in recent years (Rigg & Allen, 1989). To meet ESL children's needs, ESL programs have been established nationwide to provide them with extra help in English literacy acquisition. ESL programs are mostly used in districts where the language

minority population is very diverse and represents many different languages. ESL pull-out is generally used in elementary school settings. Students spend part of the school day in a mainstream classroom, but are "pulled out" for a portion of each day to receive instruction in English as a second language. Although schools with a large number of ESL students may have a full-time ESL teachers, some districts employ an ESL teacher who travels to several schools to work with small groups of students scattered throughout the district. It is hoped that ESL children may overcome language barrier as soon as possible so that they can merge better in the regular classroom.

Research Problem

Guided by recent ethnographic literature on language minority students' schooling process in the past two decades (Spindler & Spindler, 1987), the proposed study attempts to address the problem of young ESL children learning in an English-speaking environment. The problem addressed by the study can be understood in term of one general question: How do classroom activities in the regular and ESL classrooms respectively provide ESL children with opportunities to learn the school language? In light of the perspective of an immigrant child speaking a different language when he/she enters the classroom, the researcher will focus on ESL children's language behaviors when they engage in different classroom activities, including an important context for interaction in the classroom, a daily time block called choice centers.

Purpose of the Study

In response to the broad problem guiding the study, there are two purposes of the study; one narrow and the other broad. The narrow purpose is to conduct a limited investigation focusing on the learning of six ESL children whose first and home language is Mandarin Chinese. They arrived in the U. S. very recently, ranging from one month to

one year. Understanding of what a school day is like for these young ESL children who are making the transition to a new language and culture is the immediate goal of this study. The broad purpose of the study is to generate a grounded theory in order to better serve cross-culturally relocating young children going to school where language being used is different from their home languages. The theory will provide some insights regarding the education of language minority students in general.

Research Methodology, Design, and Procedures

A qualitative research methodology was employed. Participant observation, in-depth interviews, collecting documents and taking photographs were methods having been adopted.

In the initial stages of the research, the investigator obtained help from school personnel to identify a kindergarten classroom with Chinese-speaking ESL children. In this study, Chinese-speaking children were selected due to the researcher's ethnicity and bilingual ability in English and Chinese. The researcher obtained permission from the principal, the regular classroom teacher, and the ESL teacher to observe classroom activities.

In addition to classroom observations, the researcher interviewed teachers concerning their assumptions and philosophy about teaching children in general and ESL children in particular. Documents published by the school and the regular classroom teacher's weekly newsletters were also collected to enrich the interview and participant observation data.

Narrative

School and Community

The Mountainview Elementary School is located in a small town, which centers around a state university, in the Northwest of the United States. It is a Chapter One school with a K-5 (2 classes at each grade level) student body of approximately three hundred students.

Many of the people who live in this town are families of the faculty and staff members employed by the university, business community, and international students from all over the world. Numerous countries are represented in the student population of the elementary school. In the school year of 1994, forty-two children who come with their parents from their home countries to study in this university are learning English as a second language and are limited in English proficiency. An active English as a Second Language program thus becomes an integral part of the curriculum to provide the ESL students with extra help.

School publications reveal that the reality of a diverse student body is recognized at the administration level. According to the mission statement of the school, the faculty and staff "value the cultural/racial diversity in its school families" and "are committed to celebrating cultural diversity" (Family Handbook, 1994). In its efforts to address the reality of cultural diversity in the school, the school has chosen a song entitled "This land is your land" to represent its belief that cultural diversity enriches the individual and society. The song has been taught to the kindergarten class during the music time in the fourth week of the semester. The lyrics of "This land is your land" are as follows:

Red, yellow, white, black,
brown--
These are the colors
found
In the people rainbow
of America's heart and soul.
So come and join the crowd
As we stand tall and
proud
This land was made for
you and me.

The words of the song were written by the kindergarten teacher on a poster paper, and it is hung on the middle of one side of the walls in the kindergarten classroom. Sometimes the kindergarten teacher also sings the song to the children before the "language time."

The Kindergarten Classroom: An Overview

Mrs. Williams' kindergarten classroom occupies the last classroom on the right amid the school building with an oblong shape. A visitor to her room might notice immediately that it is arranged for a variety of independent and small group activities (Figure 1). Mrs. Williams names this set-up as "choice centers," which are planned to "maximize learning" and enable children to "learn through play and to build all the self-study skills" (interview, 10/25/94). Children can choose to work on computers, puzzles, listening to tapes (audio center), building lego toys and blocks, pretending (kitchen and doll center), and making puppets from brown lunch bags (make-and-take center). Five other choices (wood-making, music, paint, water/wheat and play dough centers) are set up in another room next to the major classroom. When the time block of choice centers is in process, students are allowed to play building blocks and riding toy carts and bicycles in the hallway outside the classroom. In the first few weeks of the semester, four Chinese-speaking girls and, sometimes, together with two other Chinese-speaking boys, always visit the "pretend center," where various fabric scraps, scarfs, two dolls and a cradle are provided.

The Children

In the 1994 school year, Mrs. Williams' kindergarten class are made up of twenty-four children in total. In addition to the fourteen Euro-American children who speak English at home, ten children come from homes where languages other than English are spoken. The demographic data of the ten children are as follows:

Name	Gender	Home country
T	F	China
X	F	China
J	F	China
H	M	China
S	F	Taiwan
D	M	Taiwan
I	F	Korea
A	M	Malaysia
Z	M	Malaysia
R	M	Afghanistan

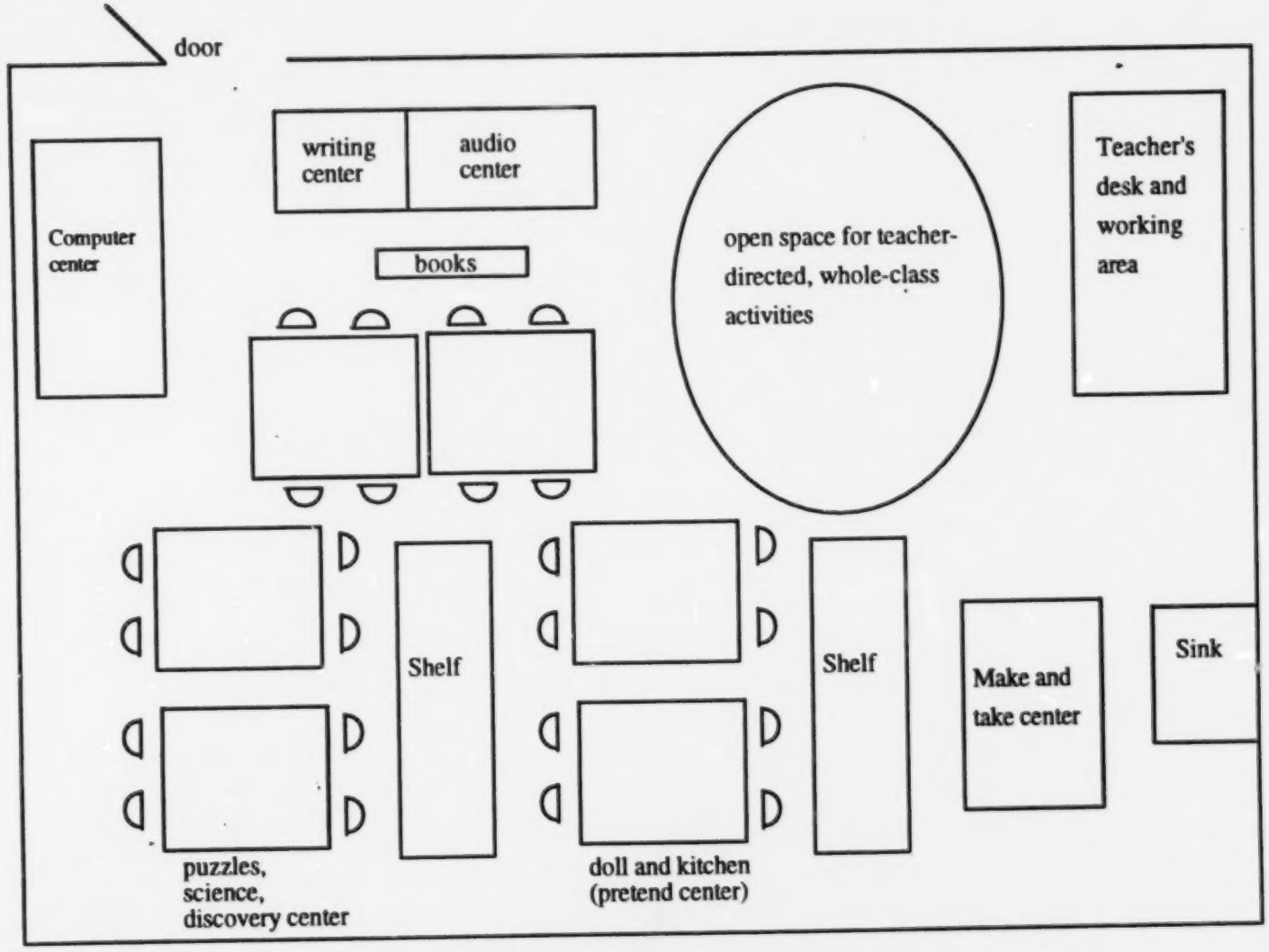

Figure 1. Mrs. Williams' kindergarten classroom

Obviously, there is a cohort of six children whose first language is Mandarin Chinese. The ten children were tested by the ESL teacher in the second week of the semester and she decided that they all need ESL class. The assessment tested children in six areas:

1) following commands (do what the teacher says)

2) pointing to pictures which go with what the teacher says

3) the teacher shows a picture of a big house and students are asked to say the names of some of the things in the house such as sofa, kitchen, bathtub, etc.

4) repeating what the teacher says

5) finishing sentences

6) listening to a short story on the tape and retelling the story in students' own words

During the assessment, S, who came from Taiwan and had attended preschool for one semester, was able to respond to most of the questions in all six sections. Although she did not speak complete and grammatically accurate sentences, she understood most of the ESL teacher's directions. The three Chinese girls, who arrived in the spring of 1994, could not understand the command "give the pencil to me." During the assessment period, they looked at the teacher, sometimes smiling, yet sometimes looked confused. Most of the times they kept silent.

In the third week, Mrs. Williams started testing children's print awareness, using a "concepts of print checklist." All the ten children could answer the first two questions: 1) show me the front of the book; 2) show me the back of the book. However, not many of the ten ESL children could understand the commands "point to the title" and "could you point to the first letter of the page." X, the girl coming from China in May 1994, kept silent all the time. Mrs. Williams asked the researcher to ask her questions in Chinese, which did not elicit answers either.

In terms of the recognition of a large portion of ESL children in her classroom, Mrs.

Williams says she wants the children to value and feel proud of their culture. Oftentimes after the clean-up time, children form a circle to wait for the teacher to read them stories. Before reading, Mrs. Williams sings a "hello song" respectively in different languages such as English, Spanish, Chinese, and Arabic.

The Daily Schedule

The afternoon kindergarten class starts at 12:15 and ends at 2:55. The whole class period can be divided into relatively discrete segment of time in which certain activities regularly occur. A typical class will run like the following:

12:15-12:45	**Choice centers** (Monday through Thursday)	
12:45-1:50	**Whole group**	
	12:45-1:15	opening (ESL children go to ESL class)
	1:15-1:35	story time
	1:35-1:50	language (breaking into small groups)
1:50-2:00	**Recess**	
2:00-2:15	**Snack**	
2:15-2:45	**Small-group** science, math, language, reading activities	
2:45-2:55	**Closing**, reflection, line up for bus	

Every day children arriving in the school need to line up near the middle entrance of the school building. Then at 12:15, Mrs. Williams, or a teaching aide, leads the whole class into the classroom. Before the children enter the classroom, they need to put their backpacks into the lockers outside the classroom and put their name cards into the attendance chart pockets hung on the door. Then they "sign" their names at the table close to the entrance of the classroom. The act of signing means children try to copy the alphabets as written by the teacher. After they finish delineating the letters of their names, they immediately choose centers and immerse themselves in various activities. Children are encouraged to finish all the activities independently before the time of choice centers.

The transition of different time blocks is signaled by songs, which are preceded by verbal commands. For example, when it is time to clean up, Mrs. Williams says "clean up time" and asks children to "freeze" for a second. Then the teacher and children sing the "clean up" song while children become busy putting things in the right places.

Classroom Activities

Learning activities in Mrs. Williams' classroom can be classified into three categories: 1) the whole-class, single-focus activity, which is directed by the teacher; 2) choice centers--the more loosely organized, multi-foci activities in which the children initiate outside the direct supervision of the teacher; 3) the small-group activity with adult assistance and peer interaction.

1)Teacher-directed whole class activity. Teacher-directed story-reading represents this kind of activity. Mrs. Williams reads many interesting Big Books (large-size and large-print story books) to the students. When she reads aloud, she uses a pointer to point to every word so that students can try to match sounds and letters. During the time when the teacher is reading a story, listening is the primary tasks of students at that time. Attention is required to focus on Mrs. Williams and the story. Students are encouraged to repeat after Mrs. Williams' reading and to answer the teacher's questions in a group setting. Actions oftentimes accompany the reading. When reading a book about birds swooping down, the teacher asks the children to do the action and say loudly "swoop." Children are also encouraged to express their opinions to the teacher and classmates in a large group setting after the teacher finishes reading.

The snack time is another teacher-directed language time. Mrs. Williams makes this time block "poetry time." Immediately coming from recess, children automatically go to the lockers to take out their snacks. They sit down at the table, eat, and listen to the teacher reading poems.

2) Choice centers. This is one of the most lively and open times of the afternoon. Children are dispersed around the room, free to choose activities and cohorts. Mrs. Williams sometimes makes use of the time to assess individual children's skills such as the ability to count and motor skills. Sometimes she visits different centers, talks to individuals and small groups, hug children and comments on what they are making. Mrs.

Williams comments that her role at this time is not one of an "authority figure," but of someone who "facilitates learning" (interview, 10/25/94). For a half hour, children can walk around the classroom to choose one or more things to focus on, and talk as long as the noise level is kept low.

In contrast to the storytime when the teacher reads aloud and children are required to listen quietly and sometimes encouraged to answer questions, choice centers becomes a time block when movement rather than talk is in the foreground of interaction. One needs to sit or stand close to children to be able to know what they are talking. The nature of the activities children choose affects frequency and amounts of talking during this time. For example, in the "pretend center," where a fantasy world of many new and complex roles and relationships is continuously worked out, great amounts of conversation seems to be needed to keep things going. In other activities, however, talk is hardly needed at all. When doing coloring, arranging puzzles, making puppets, children often work alone and speak less frequently.

Chinese-speaking Children in the Choice Centers

Subgroups and Native Language

Within the ebb and flow of naturally-occurring contexts created by the set-up of choice centers, interesting patterns emerge. Chinese-speaking children tend to form subgroups and use their native language. In the beginning three weeks, the six Chinese-speaking children often choose the "pretend center." Although traditionally this activity may be considered more a girl activity, the two Chinese speaking boys oftentimes join the play. When the six children play together, they cook, and pretend being bride and bridegroom. The most obvious pattered behavior is that they always talk in Chinese. It seems that the "pretend center" has become the "niche" they choose to house themselves. They have unconsciously formed a subgroup due to the classroom activities allowing for free choices and their limited ability in English. Sometimes an English-speaking child needs to

"negotiate" the access to this subgroup. "Can I use the scarf you have?" When an English-speaking child asks this question, S, a sort of leader in the subgroup, will answer for the group and say "yes." This is because S, the girl from Taiwan, speaks more English than the other three girls.

Moving toward integration

With the passage of the time, the strong subgroups the six Chinese-speaking children had formed becomes less obvious. They started falling into three different groups (two in each) and gradually play with Euro-American children. In this case, code-switching, which means a person is able to speak one language and then immediately shift to another language, is obvious. S and D, one boy and one girl from the same region, always play building lego toys together. At first, they talk in Chinese, with some English vocabulary mixed. If an English-speaking child joins, S and D often speak English to the third child yet when they want to talk to each other, they use Chinese.

More English

Starting from the ninth week, more and more English are heard among the two Chinese ESL children, S and D, in their play, compared to the first few weeks of the semester. However, for the four children from China, when they play together, Chinese is still the predominant language.

3) Adult-assisted small-group activities. In Mrs. Williams' classroom, the large-group language time often serves as a time block for a mini-lesson, where she uses to model reading and the activity she later wants to separate children into different groups to do on their own. When planning to make a booklet about the parts of a tree, Mrs. Williams will show parts of the tree in the picture and the vocabulary printed on a paper. She cuts the names of the tree parts and puts the names on the right places in the picture of a tree in front of the whole class. She groups children by fours and asks the aides and parent helper to assist different small groups in doing the activity. She herself also leads one group. She often puts ESL children separately in different groups. Children in this small-group setting

are able to learn from each other and the adult helper.

The ESL class

Starting from the fourth week of the semester, the ten ESL children began to attend ESL class from 12:45 to 1:15. Every day (except Friday) Mrs. Madison comes to the classroom to pick up the children. She taps the xylophone fastened on the wall and announces "ESL class." The ESL children immediately stop their work and run out of the classroom. They need to line up in the hallway, and Mrs. Madison leads them to the "Mountainview Language House," which is changed from a residential house and is located next to the school building. Starting from the ninth week, Ms. Davis, an instructional aide, gathers the children and takes them to the language house. On the path leading to the language house, children are excited and lively. A wandering cat running around the bushes can be seen almost every day. "Kitten!" some children shout and run off the line to pat the cat.

Colors, numbers, names of food, and prepositional phrases about locations are content materials covered in the first part of the semester. In a typical ESL session, children speak loudly in English. When showing the picture of a tomato, for example, Mrs. Madison asks everybody what it is. All the children answer together "tomato!" in a loud voice. Their voices are so loud that Mrs. Madison needs to remind them not to shout. "What color is it?" "Red!" During the time when hands-on activities such as coloring and writing alphabets, children will even shout and fight for markers. "Give me green. I want it." In the first part of the semester, children learn the names of many objects and also learn to ask for the things they want. Among the ESL children, the subgroup or alliance of the six Chinese-speaking students seems to "dissolve." They become more of an integral part in the class.

Analytical Framework

Vygotsky's educational theory has posited that the direction of intellectual development

goes from social to individual. Humans use cultural tools, such as speech, literacy, mathematics and computers, to mediate their interaction with each other and with their surroundings. Children develop skills in higher mental process through immediate social interactions. Adult guidance and collaboration with more capable peers are two major ways of social interaction, which leads eventually to "zone of proximal development." Vygotsky (1978) defined the term as "the distance between the actual developmental level as determined by individual problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86). Therefore, from a Vygotskyian perspective, a major role of schooling is to create social contexts for mastery of using cultural tools. In light of Vygotsky's learning theory, the kindergarten as described above has provided ESL children with opportunities to internalize a new language in various ways and forms. Moreover, according to Gallimore and Tharpe (1988), progress through the zone of proximal development may be portrayed in a model of four stages:

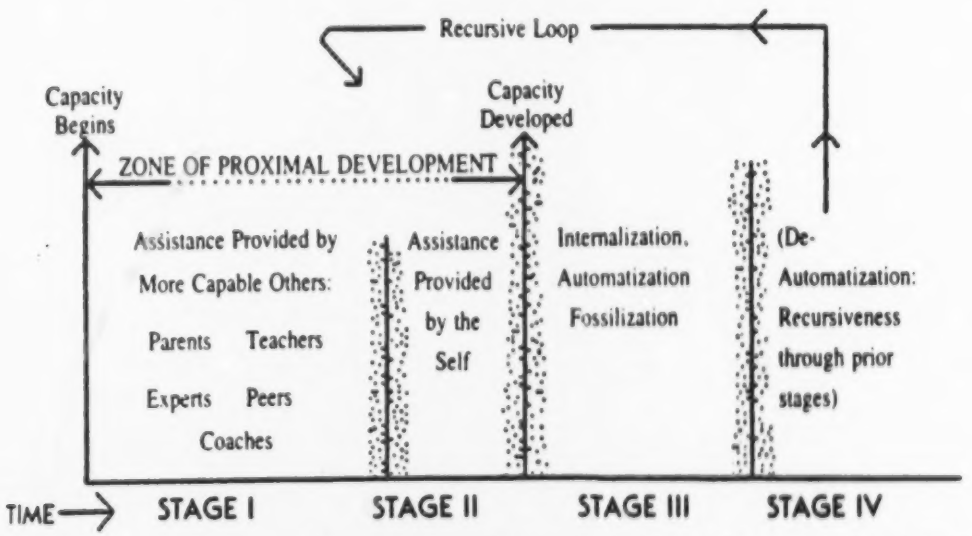

Figure 2. Progression Through the Four Stages of theProximal Development

In the first stage where performance is assisted by more capable others, the child needs the direction of modeling from the parent, teacher, or more capable peers. Children can also be assisted by other means--questions, feedback and further cognitive structuring. In the second stage, the child carries out a task without assistance from others. However, the performance is not fully developed or automatized yet. The child often assist themselves in the from of self-directed speech. In the third stage, performance is no longer developing, it is already developed. Task execution is smooth and integrated. It has been internalized and automatized by the child. In the fourth stage, the life-long learning by an individual from other-assistance to self-assistance is recurring over and over again for the development of new capacities. The adult-assisted small group activities have helped children go through the first to the second stage.

Weisberg's (1973) grounded theory of the stage of friendship formation for cross-culturally relocating students making new friends in a new land is useful to explain what has happened in the choice centers. According to Weisberg, a "common denominator" often facilitates making contact. The common denominator, including common background, common language or common status, may serve both as an opener and as a carry-through for a conversation. In the first few weeks of the semester, the six Chinese ESL children may feel more comfortable to play and talk together. Choice centers unintentionally serve as a bridge to smooth the transition from home to school.

Analysis

It seems that each day an ESL child experiences or goes through different language situations resulting from different activities. The situations for language uses as related to classroom activities can be categorized into four language contexts: 1) whole-class group 2) choice centers 3) adult-assisted small-group 4) ESL class. In the regular kindergarten classroom, the language context resulting from whole-class instruction creates a rich

language environment in terms of information taken in by the ESL children. Every day they listen to many stories, songs, and teacher's directions. They understand more than they can speak. Comparatively speaking, they speak less than their counterparts whose first language is English. According to Krashen (1982), young children learning a second language normally go through a silent period in which they are internalizing things they will be able to produce eventually. The teacher-directed whole class activities become a time during which ESL children are building up second language proficiency. When they have acquired enough, they will start to talk.

The choice centers time, regarded by the six Chinese children as a play time, unintentionally creates a context for them to talk in their native language. This tendency to talk in one's native language in a different language environment results from the classroom set-up of free choices (choice centers) and their limited knowledge of English.

The adult-assisted small-group activities provide a very ideal context for learning a new language. From the teacher-directed mini-lessons, the ESL children have had the bits of information necessary to construct a meaning. In a small group made up of one or two ESL children and two other children, the adult helper usually helps the small group together and interacts with each student on an individual basis. When the adult helper assists by providing the structure and the questions that provoke the assembly of that information and its organization, the learning is maximized (Moll, 1990).

In the ESL class, the six Chinese children together with the four other ESL children, being pulled out from the regular class, automatically form one single group, even though their native languages are different. As compared to the whole-class setting, the ESL pull-out class allows more one-to-one teacher-student and student-student interaction. The teacher's instructional language is characterized by a more exaggerated enunciation, greater overall loudness, and more real objects for demonstrations. The instructional language itself can be termed as "comprehensible input," which is understood, natural, interesting,

and meaningful to the students, and is roughly one step beyond the students' present level of competence in English (Krashen, 1982). Here, individual students have opportunities to speak. Every child in the class knows that ESL class is for them to learn English. They are strongly motivated to speak.

Furthermore, research has demonstrated that interaction can contribute to language development (Ellis, 1984). Smaller group size often makes more interpersonal interaction possible. In light of group size and amount of interpersonal interaction, ESL class and adult-assisted small group activities provide effective contexts for learning content and language.

The researcher does not propose that one language context is better than the other. A synthesis of the totality of these different language contexts is intended. In fact, the Chinese children like their school very much. When asked of the question, "do you like school, you don't understand English in the classroom," one child answered:

> It's fine. I love it and I am learning English.

This short-term study only points out how a group of language minority children react in a new learning environment. Since language development is a longitudinal process, the findings presented here should be considered tentative. However, the study may shed light on helping young ESL children speaking limited or no English when they enter the classroom.

Summary of Analysis (Grounded Theory)

The following is a summary of the grounded theory generated from comparing different contexts of language use created by the ways classroom is organized (Figure 3). If we analyze the four language contexts in terms of the opportunities to produce a new language and the size of group and amount of interpersonal interaction, the four language contexts can be put into a 2x2 matrix (Figure 4).

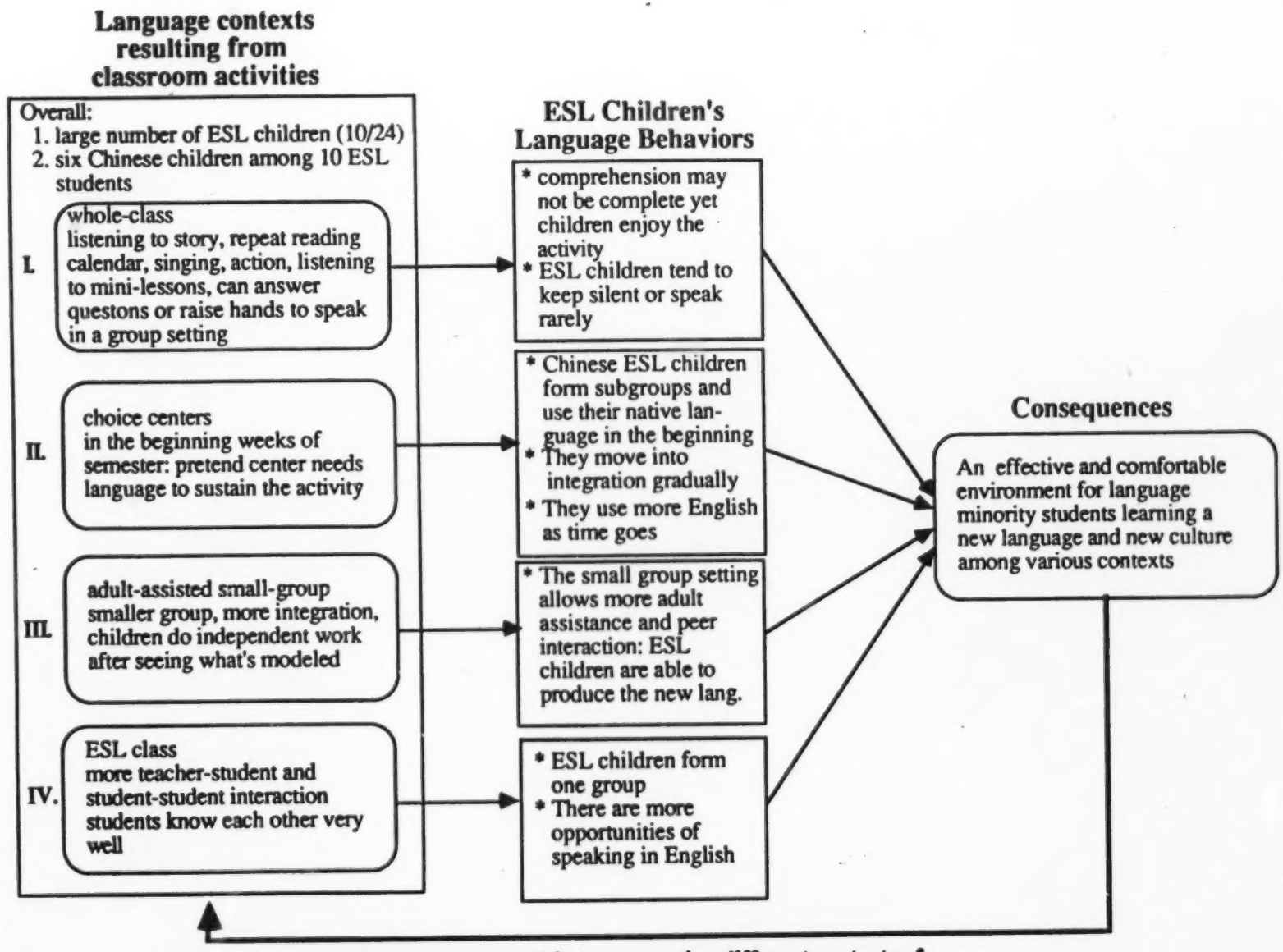
Language contexts resulting from classroom activities
Overall:
1. large number of ESL children (10/24)
2. six Chinese children among 10 ESL students
I. whole-class listening to story, repeat reading calendar, singing, action, listening to mini-lessons, can answer questons or raise hands to speak in a group setting
II. choice centers in the beginning weeks of semester: pretend center needs language to sustain the activity
III. adult-assisted small-group smaller group, more integration, children do independent work after seeing what's modeled
IV. ESL class more teacher-student and student-student interaction students know each other very well
ESL Children's Language Behaviors
* comprehension may not be complete yet children enjoy the activity
* ESL children tend to keep silent or speak rarely
* Chinese ESL children form subgroups and use their native language in the beginning
* They move into integration gradually
* They use more English as time goes
* The small group setting allows more adult assistance and peer interaction: ESL children are able to produce the new lang.
* ESL children form one group
* There are more opportunities of speaking in English
Consequences
An effective and comfortable environment for language minority students learning a new language and new culture among various contexts

Figure 3. A grounded theory generated from comparing different contexts of language use created by the ways classroom is organized

Group size	Opportunities to produce the new language: less	Opportunities to produce the new language: more
Teacher-directed larger group	**Teacher-directed, whole-class activities** * ESL children may not understand all the stories being read but they enjoy them very much. * ESL children are taking in many new information (internalization) even though they generally do not speak much in the whole class setting.	**ESL class** * There are more comprehensible input (exaggerated enunciation, overall greater loudness and more real object for demonstration) * ESL children understand the purpose of the class and are motivated to learn. * Children are willing to learn.
Self-formed smaller group	**Choice centers** * intended effects: learning is maximized through children's self-exploration and discovery * unintended effects: ESL children form subgroups and use native language * The subgroups dissolve gradually with the passage of time (moving toward integration) * There are more and more English being heard among ESL children during choice centers.	**Adult-assisted, small group activities** * Teacher and adult helpers are able to interact children on an individual basis. * Children are able to learn content and laguage together * There are more peer interaction between native speakers and ESL children. * ESL children feel free to hypothesize about using the new language.

Figure 4. A 2x2 matrix of the four language contexts as related to group size, amount of interpersonal interaction, and the opportunities to produce the new language

Educational Implications

Everyday activities in the classroom are organized around different kinds of situations and events. With the increasing diversity in the classroom, more and more children are learning the shool language as their second language and are trying to survive in the classroom. The acquisition of a new language and culture can be a shocking and uprooting experience. According to Igoa (1988), "how this process is handled in the classroom plays a large part in determining whether the immigrant child successfully achieves second language literacy and becomes capable of thriving within the dominant culture" (p. 84). Policy makers, educators, and school teachers need to consider the impact of various educational arrangements on ESL children. The kindergarten in this study has successfully fostered an enjoyable and effective literacy environment for both ESL children and native speakers. From the study, we can see two things are especially important to help ESL children acquire the school language. The first is an ESL program is necessary because it can provide a comfortable environment for children to speak the new language. The second is classroom activities should be arranged to foster an effective literacy environment where teacher-student and peer interaction are maximized. Moreover, more ethnographic research should be done in integrated (regular) classrooms where different cultural groups may respond differentially in various contexts resulting from classroom activities. This type of research enables us not only to better understand the schooling process of language minority students but also to provide them with better resources.

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